

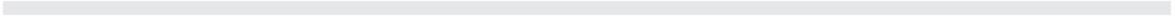
Healthy Schools
in motion

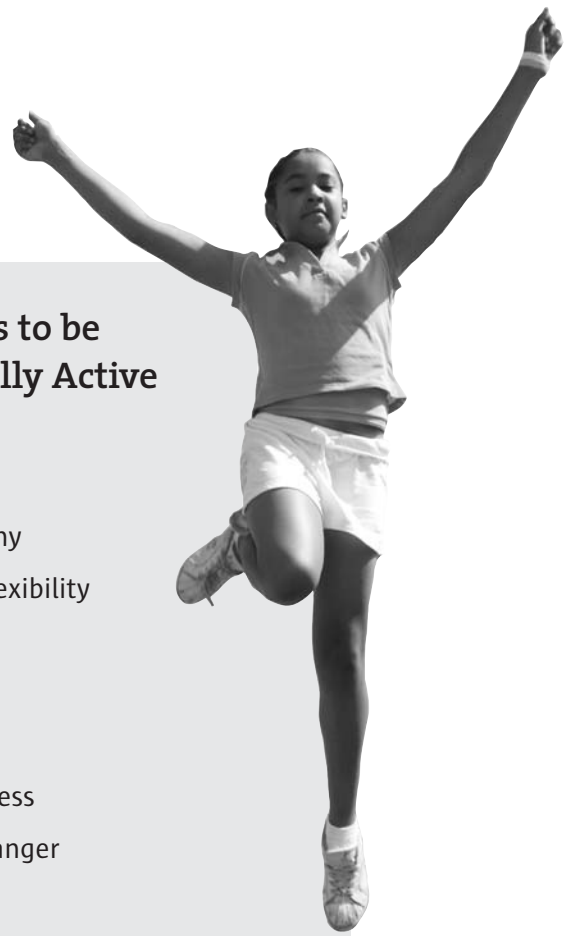
I Love to Run

jump, play, skate, dance...



Manitoba's
Physical Activity
Challenge





Reasons to be Physically Active

- Be fit
- Stay healthy
- Improve flexibility
- Be strong
- Have fun
- Relax
- Reduce stress
- Get rid of anger
- Feel good
- Fight boredom
- Meet new friends
- Have fun with friends
- Manage weight
- Improve skills
- Build healthy bones, muscles and joints
- Reduce fat
- Prevent illness
- Reduce depression and anxiety
- Increase capacity for learning
- Increase self-esteem
- Have energy
- Live longer

We already know the importance of active living. Physical activity increases energy, reduces stress, strengthens the heart and lungs and helps us reach and maintain a healthy body weight. The result is a better quality of life for people of all ages.

The provincial government has joined community partners in physical activity, health, healthy living, recreation, sport and education to raise activity levels and reduce barriers to physical activity.

In August 2004, Premier Gary Doer announced the creation of Healthy Kids, Healthy Futures, an all-party task force to ask Manitobans how to help children and youth enjoy the best possible health, now and into their adult lives. The task force was particularly interested in factors that affect children's health through nutrition, physical activity and injury prevention.

After extensive consultations with Manitobans, the Healthy Kids, Healthy Futures All-Party Task Force made 47 recommendations to the provincial government. One of the recommendations was:

*"...the provincial government implement an **I Love to Run** Month, targeted to children in Grades 5 and 6, starting in October, 2006."*

This booklet lists a variety of activities schools and families can do to promote active living. Families are also encouraged to participate in the **I Love to Run** challenge.



How can my class participate in I Love to Run ?

I Love to Run is designed to help teachers and families promote moderate and vigorous physical activity. The goal is to have students create their own physical activity challenges for one month. When the students meet their goals, they will receive certificates.

I Love to Run can be done at any time throughout the year.

Follow these simple steps to help implement **I Love to Run** activities in your classroom:

- > Distribute the introduction letters and family resources to your students to take home.
- > Submit the certificate request form to:

I Love to Run
Healthy Schools *in motion*
300 Carlton Street
Winnipeg, MB R3B 3M9
Fax: (204) 948-2366
E-mail: healthyschools@gov.mb.ca

- > Launch **I Love to Run** in your class or with other participating classrooms. Invite a guest speaker, participate in an active game or make posters promoting moderate and vigorous physical activity.
- > Explain the activity logs to the students. Have each student set his or her individual goal for one month. **I Love to Run** promotes all forms of moderate and vigorous activity.
- > Promote active living in your classroom throughout the month to help support physical activity in and out of school. Remind students to log their activity each day.
- > Collect the activity logs at the end of the month.
- > Celebrate everyone's successes with a month-end activity.



Here are some examples of moderate and vigorous activities:

| Moderate | Vigorous |
|--|--|
| walking or wheeling briskly – about five km/hour | running/jogging or wheeling – eight km/hour |
| dancing | bicycling – more than 15 km/hour |
| bicycling – less than 15 km/hour | swimming (steady laps) |
| in-line skating or skateboarding at an easy pace | aerobic dancing, step aerobics |
| gymnastics | walking very fast – seven km/hour |
| jumping on a trampoline | walking and climbing briskly uphill |
| baseball | in-line skating or skateboarding (briskly) |
| shooting baskets | karate, judo, tae kwon do |
| volleyball | jumping rope |
| curling | performing jumping jacks |
| badminton | most sports (football, basketball, soccer, hockey) |
| skating (leisurely) | downhill skiing (vigorous effort) |
| downhill skiing or snowboarding (light) | skating (fast) |
| swimming (recreational) | tobogganing |
| playing on playground equipment | swimming (synchronized) |
| playing hopscotch, 4-square, tetherball | shovelling heavy snow |
| playing guitar or drums | |
| singing and moving actively | |
| raking the lawn | |
| How should I feel? | How should I feel? |
| Your breathing and heart rate will be faster. | Your breathing and heart rate will be fast. You'll find it hard to talk. |

Many children may not know physical activity is important to their health. Children need to know and understand physical activity and the recommended amount required to maintain good health.

Health Canada recommends children and youth try to accumulate at least 90 minutes of moderate and vigorous physical activity per day and reduce their inactive time each day.

Examples of moderate activities are a brisk walk, bike ride or any sort of active play. More vigorous activities will make children huff and puff and include organized sports, such as football and basketball and activities such as jumping rope, running and swimming laps.



How to use the I Love to Run Activity Log

Activity logs keep track of physical activity minutes and help motivate students to stay active. Students can keep track of the physical activity they do in school or at home, in the evenings and on weekends. Logs are easy-to-use and act as a motivational tool when posted in a visible area. Results can be tabulated and reported using mathematics and language arts.

Goal setting

Setting goals is a fun way to measure progress and make sure students get enough physical activity each day. Goals should be **SMART** – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely.

Specific – Provide enough detail to show exactly what will be done and how. For example, a goal could be participating in an aerobic physical activity for 30 minutes after school, three times per week. This could be done by playing a game outside with friends or going for a run with the family after dinner.

Measurable – Measure progress on an activity log. This helps keep track of the type and duration of activities. At the end of the month, the log will show how the goal was achieved.

Achievable – Make sure the goal is one that can be accomplished. When a goal is not possible to achieve, it's easy to get discouraged. It is best to set small goals. Once the goal has been achieved, set another and continue to progress. For example, if doing a vigorous activity for 30 minutes all at once is challenging, plan to do three, 10-minute sessions throughout the day.

Relevant – Set a suitable goal. **I Love to Run** challenges students to run during October. If students don't like running, try something else (See page 3 for other ideas). Focus on enjoyable activities to make it easier to accomplish the goal.

Timely – Choose a start date and end date for achieving this goal. Goals, without a specific timeframe, are often not accomplished.

The image shows a template for an "I Love To Run Activity Log" for a month. At the top, the words "play SK" are written in a large, stylized font. Below this, the title "I Love To Run Activity Log" is prominently displayed, followed by "Month" and a blank line for the month name. The log is organized into a grid of boxes for each day of the week, with "Sunday" and "Monday" explicitly labeled. Each box contains a section for "ACTIVITY" with a line for writing, a "NUMBER OF MINUTES" section with a line, and an "AMOUNT OF EFFORT" section with five numbered boxes (1-5) for tracking. A small square box is located in the top right corner of each activity box. The background of the log features a faint, dotted graphic of a hand holding a running stick.

ate dance

my name is _____

my goal is _____

| Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|
| <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> | <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> | <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> | <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> | <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> |
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| <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> | <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> | <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> | <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> | <p>ACTIVITY _____</p> <p>NUMBER OF MINUTES _____</p> <p>1 2 3 4 5</p> <p>AMOUNT OF EFFORT</p> |

- 1 Write your goal for the month.
- 2 Keep track of the type of activity you do each day and how long you do it.
- 3 Circle your amount of effort:
 1 = resting
 2 = light
 3 = moderate
 4 = vigorous
 5 = maximum



Curriculum Connections

The following is a list of Specific Learning Outcomes from the *Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* associated with **I Love to Run**:

Grade Five

K.1.5.B.1

Identify personal and controllable factors (Ex: time, effort, interest, attitude, good practice habits) that may affect movement skill development.

K.2.5.B.1

Identify the fitness benefits (Ex: muscle and bone development, decreased susceptibility to stress, positive self-esteem, faster heart rate recovery) of moderate to vigorous fitness-type activities over time.

K.2.5.C.2

Show an understanding of the factors (Ex: planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring) affecting personal fitness development.

K.2.5.C.4

Determine the intrinsic (Ex: enjoyment, enhanced health, level of success, increased energy level, affiliation) and extrinsic (Ex: awards, media, sport heroes, family, peers) factors that motivate participation for fitness development.

S.2.5.A.1b

Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.

S.2.5.A.3a

Determine own performance level for health-related fitness components (Ex: cardiovascular endurance, muscular strength endurance, flexibility) using simple tests or tasks (Ex: sit and reach, modified curl-up, 1600-metre run).

S.2.5.A.3b

Compare own fitness results and physical activity participation over a period of time (Ex: beginning, middle, end of school year) to check and revise personal goals.

K.4.5.A.2b

Describe the importance of self-regulation and taking responsibility for one's own actions (Ex: gain the respect of others, personal achievement, quality of life, active participation, being a good team player) for personal success.

K.4.5.A.3

Identify the influence of self (Ex: personal goals, emotions) and others (Ex: expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general) on setting priorities and making responsible personal decisions (Ex: academic achievement, leisure activities).

S.4.5.A.2

Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.

Grade Six

K.2.6.C.1b

Describe the effects of exercise and inactivity on the human skeletal system (Ex: increased/decreased bone density, increased/decreased bone mass).

K.2.6.C.2

Show an understanding of the factors (Ex: planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring) affecting personal fitness development.

S.2.6.A.1b

Demonstrate proper technique (Ex: pacing) while participating in continuous aerobic activity for a sustained period of time, while maintaining target heart rate.

K.3.6.A.2

Determine how environmental conditions can influence safety while exercising outdoors (Ex: effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frostbite).

K.3.6.A.3

Recognize reasons (Ex: safety, personal hygiene, comfort, ease of movement) for appropriate dress for physical activities in different weather and environmental conditions (Ex: sunny, cold, windy, wet).

K.4.6.A.2a

Identify and revise short and long term goals (Ex: using a student planner for school work, training for a marathon relay team, saving money) for personal management (Ex: tasks, time, responsibilities).

S.4.6.A.1

Assess and revise personal health and academic goals (Ex: fitness, movement skill, nutrition, active living, personal health-practice, academic goals) to enhance health and well-being.

K.5.6.B.1

Recognize the physical benefits (Ex: reduced risk of heart disease, obesity, diabetes II, osteoporosis, colon cancer) and the socio-emotional benefits (Ex: reduced anxiety and stress, enhanced sense of belonging, positive use of leisure time, opportunity to meet people) of participating in daily physical activities.

K.5.6.B.2

Identify responsible decisions (Ex: play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports) that promote daily physical activity.

K.5.6.B.3

Identify the positive and negative influences of media and other sources on promoting active living (Ex: commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/runs).

K.5.6.C.1a

Identify food choices and types of physical activity for a healthy body (Ex: for bone development).

K.5.6.C.1b

Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body (Ex: bone development during adolescence).

K.5.6.C.2

Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities

S.5.6.A.2

Develop a personal action plan for daily active living, including ways to adhere to the plan.

S.5.6.A.3a

Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements.

S.5.6.A.3b

Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (Ex: bone development).



Activity Tips

Tips

- > When the weather is cold, dress in layers. You can always remove one if you get too hot.
- > Wear proper clothing and shoes.
- > Don't do vigorous physical activity if you are not feeling well.
- > When the weather is hot, wear a hat, sunglasses and sunscreen. Have a bottle of water with you.
- > Allow time for your food to digest before you are vigorously active.
- > Warm up and cool down.

Warm up

Warming up prepares your muscles and joints for activity. Start slow and gradually increase the amount of effort. It should take about five minutes for your body to be ready.

Cooling down

Your cool down will help your body return to its normal state. Stretching after a workout may help relieve some muscle soreness by preventing blood from pooling in the legs. Slow down gradually to a slow walk. After you have walked about three to five minutes, your body should be ready to stretch. You should be breathing normally and your heartbeat should have slowed down. Be sure to stretch the front thigh (quadriceps), back thigh (hamstrings), and calf (gastrocnemius). See page 9 for more stretching information.

Amount of effort

Use this scale to measure your amount of effort.

Ask yourself how hard you feel you are working and match it with this chart.

| Amount of Effort | | Description |
|------------------|----------|---|
| 1 | Resting | You are breathing normally. It's very easy to talk. |
| 2 | Light | You notice your breathing. You can talk. |
| 3 | Moderate | You can hear yourself breathe, but can still talk. |
| 4 | Vigorous | You are breathing heavily. It is hard to talk. |
| 5 | Maximum | You are breathing very heavily. You cannot talk. You may feel pain. |



Stretches

Stretching helps prevent muscular aches and pains, improves posture, promotes flexibility, and relieves stress and tension.

Move slowly into the stretch and stop at the point where you feel a mild tension in the muscle you are stretching. Hold the stretch position a minimum of 10 to 30 seconds. Slowly release the stretch and relax the muscle; then repeat the stretch twice more.



Glute Stretch

Lie on your back and cross legs, placing one ankle on the opposite knee as shown. Use the flexed leg to push the crossed leg back until you feel a stretch in the buttocks.



Butterfly Stretch

Sit tall with the soles of your feet together. Allow your knees to ease down towards the floor, until you feel a stretch along the groin region.



Hamstring Stretch

Lie flat on the floor with knees flexed to 90 degrees and back flat on the floor. Slowly raise and straighten one leg, grasping it loosely behind the thigh with both hands.



Standing Quadriceps Stretch

Stand with one hand on wall for balance. Bring foot up to hand and grasp the ankle, gently pull up until a stretch is felt. Keep knees side by side.



Hip Flexor Stretch

Kneel on floor with front knee bent and back leg extended as shown. Keeping back straight slowly bend the lead leg until a stretch is felt. Do not lean forward or bend the lead leg more than 90 degrees.



Running Tips

Safety tips

- > Pay attention to your body's signals. It is better to take a break or to slow down, rather than push too hard. If you can't run for 30 minutes straight, try alternating a run and a walk. For example, you might run for five minutes and walk for two minutes, repeating several times. Once the running part gets easier, gradually decrease the amount of walking.
- > It is often more beneficial to be active longer, rather than harder.
- > Begin your program slowly, as it will take time for your body to get used to a new level of activity.
- > Don't be alarmed if you have some stiffness for the first couple of days. This will soon go away. If you are sore, try going for a walk and then stretching. This will help to loosen up the muscles and help in recovery.
- > If you cannot run and talk without becoming breathless, then slow down.
- > Do proper warm up and cool down exercises.
- > Drink small amounts of water before, during and after your run, particularly in warm weather when you are sweating heavily.
- > If running alone, tell someone your route and expected time of return.
- > Run during the day.
- > Carry identification with you and a quarter for an emergency phone call.
- > Stay alert. The more you are aware, the less vulnerable you are.

Setting up a running club

Running clubs are easy and motivating. They successfully include students of all levels and promote a physical activity that can be done throughout life. Here are some suggestions on how to start your own running club in the school.

- > Advertise your running club in a number of ways to make sure people are informed (Ex: over the PA, posters, bulletin boards). Word of mouth can be an effective communication tool. Seek out people who may be interested and have them pass on the word.
- > Always meet at a pre-determined location and time.
- > Not everyone will be at the same fitness levels or be able to run at the same pace. You can divide the main group into sub-groups, according to levels. Encourage participants to move up or down to different groups depending on their comfort level.
- > Before starting, you may want to pre-determine your route. Sometimes, it is easier to base your route on time rather than distance. If you want to know the distance, use your vehicle or a pedometer to measure it. Remember, the faster you are moving, the more distance your route will have to cover.
- > Post maps of the route you will take. You may want to consider varying the route to keep up interest.
- > Set up a challenge or a co-operative activity to achieve a team goal (Ex: track the number of kilometers to meet a goal, such as traveling the distance across Canada).

Exploring physical activity in the classroom

We encourage teachers to use these ideas to integrate physical activity into the curriculum and to highlight its importance. Select and adapt these learning activities to suit the interests, needs and learning styles of your students.

In the classroom – Incorporate physical activity into other subject area lesson plans.

Student leaders – Encourage student leaders to promote and organize physical activities. For example: Active Spirit Days, school dances or physical activity challenges between students/classes.

Activity class of the week/month – Assign different subject areas or class periods as the activity class of the day/week. During this time, incorporate a certain amount of physical activity into the class, such as integrated learning activities or a five-minute stretch break.

New physical activities – Teach a new sport/activity/dance during lunch hour or before or after school.

Active holiday parties – Instead of parties involving food, make them activity parties.

Commuter Challenge – Encourage students to walk or bike to school. For more information, visit: www.resourceconservation.mb.ca/gci/ASRTS/1main.html

Exercise breaks – Incorporate short physical activity breaks into the school day. Have students lead five-minute exercise breaks at the beginning or end of the period.

Get involved – Participate in charity events that promote physical activity. By doing this, students will be able to raise money for a good cause and be active.

Fit boards – Create an active living bulletin board to post information about the benefits of physical activity. Use the board to post upcoming activities, events, schedules, etc.

Fitness facts – Share daily fitness facts with the class.

Staff and student intramurals – Add a new spin to traditional intramurals and co-operative games by having staff participate with the students.

Fun challenges – Have fun classroom challenges throughout the month, such as walking or running the distance around the world or activity bingos.

Themes – Develop themes for the school to follow based on various physical activities. Invite special guests to provide instruction and demonstrations.

Equipment – Make sports equipment available to students during lunch and at recess.

Intramurals – Offer a variety of intramurals so that all students can participate, not just the most talented. Provide opportunities for both team and individual and co-operative and competitive activities.

Parent challenges – Invite parents to challenge students for an evening of fun.



Motivators

Keeping students motivated to be physically active can be a challenge. To change behaviour over the long term, people need to see positive results and be rewarded for choosing physical activity. Incentives and rewards help accelerate change and reinforce behaviour. Here are a few tips:

- > Keep the activities fun for the students. Try to avoid activities that promote competitiveness. Instead, focus on games that involve teamwork and require students to co-operate with each other.
- > Ask students about the types of activities they like.
- > Get students involved in the planning process. This will motivate and teach them responsibility for their own health.
- > Have students select running buddies to help them stay committed.
- > Be role models by going for walks during your lunch breaks. This will also give you a chance to unwind and catch up with other staff. Introduce Empty Parking Lot Days and have staff model active lifestyles by finding alternative means of getting to work.
- > Emphasize the importance of a healthy mind and body and physical activity as integral parts of daily life. Hang posters and bulletin boards showing active living and nutrition messages.
- > Provide positive feedback. Research shows children use feedback and evaluation as a major source of information about their abilities.
- > Change the rules of games or relays so they encourage participation, team-building and skill practice that is developmentally/age appropriate.



Active Living Resources

Healthy Schools – Healthy Schools promotes the physical, emotional and social health of school communities. The Healthy Schools website provides information and educational materials to help school communities promote health. www.manitoba.ca/healthyschools

Manitoba *in motion* – Manitoba *in motion* is a provincial strategy to help all Manitobans make physical activity part of their daily lives for health benefits and enjoyment. www.manitobainmotion.ca

Healthy Schools *in motion* – Healthy Schools *in motion* promotes the benefits of physical activity and ensures it is a priority in daily school life. Schools can be “in motion” by working to achieve a goal of 30 minutes of physical activity every day for every student. www.manitobainmotion.ca/schools

Physical Education/Health Education – This site provides a physical education/health education curriculum overview and many curriculum and learning resources. www.edu.gov.mb.ca/ks4/cur/physhlth

Manitoba Healthy Living – This site provides information on the benefits of healthy living and the many provincial initiatives for physical activity, healthy eating, healthy sexuality, injury prevention, mental health, tobacco reduction and chronic disease prevention. www.manitoba.ca/healthyliving

Canada’s Physical Activity Guides – Canada’s Physical Activity Guides for Children and Youth provide a set of national guidelines to help them improve their health through regular physical activity. www.paguide.com

Moving Around Manitoba – Information on being active, eating well, and being mentally fit. www.movingaroundmanitoba.ca

ParticipACTION – Support for all Canadians to be more active. www.participation.com

Eat Well, Play Well – This site provides information and resources to help create an environment that fosters healthy eating and active living in school age children and youth. www.dietitians.ca/child

Get Moving Manitoba – Get Moving Manitoba is a program to help Manitobans get more active by encouraging them to make personal pledges to engage in regular physical activity. School resources are available. www.cbc.ca/manitoba/features/getmoving

Active and Safe Routes to School Program – This program encourages the use of active modes of transportation to and from school. www.resourceconservation.mb.ca/gci/ASRTS/1main.html

Sport Manitoba – Sport Manitoba provides information on sport programs and services through over 100 partner organizations that develop and promote amateur sport in Manitoba. www.sportmanitoba.ca

Manitoba Fitness Council – The Manitoba Fitness Council has trained fitness leaders in communities and can be a helpful resource for programming ideas. www.manitobafitnesscouncil.ca

Manitoba Physical Education Teacher’s Association (MPETA) – MPETA is the member organization for specialists and teachers that teach physical education. Links, resources, workshops, promotions and physical education and health education curriculum information are available. www.mpeta.ca

Active Living Alliance for Canadians with a Disability - This site provides information to facilitate healthy, active living opportunities for Canadians of all abilities. www.ala.ca





For more information, contact:

I Love to Run

Healthy Schools *in motion*

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